

INVENTARIO ORTOGRÁFICO EN ESPAÑOL SPANISH SPELLING INVENTORY

Developed by Lori Helman

This is a short spelling inventory to help you learn about students' orthographic knowledge. The results of the spelling inventories have implications for reading, writing, vocabulary, and spelling instruction.

Instructions*

Let students know that you are administering this inventory to learn about how they spell. Let them know that this is not a test, but that they will be helping you teach them by doing their best. Students should not study this inventory beforehand.

Possible script: "I am going to ask you to spell some words. Spell them the best you can. Some of the words will be easy to spell; some will be more difficult. When you do not know how to spell a word, spell it the best you can; write down all the sounds you feel and hear."

Say the word once, read the sentence if the meaning is unclear, and then say the word again. Work with groups of 5 words. You may want to stop testing when students miss 3 of 5 words. Have students check their papers for their name and the date. See Chapter 2 for further instructions on administration and interpretation.

Analyze Students' Papers

Copy a Feature or Error Guide for each student. Do not count reversed letters as errors. Staple the student's paper to the Feature or Error Guide.

Directions for Using the Feature Guide. For each word, check the features that are noted in the columns at the bottom of the Feature Guide on page 320. Add an additional point in the "correct" column if the word is spelled correctly. Note that not all orthographic features are scored for all words, and the number of feature points varies.

Total the number of points under each feature and across each word; this is a way to check your addition. The total score can be compared over time but the most useful information will be the feature analysis. Look down each feature column to determine the needs of individual students. For example, a student who spells 9 of the 10 representación de sonidos correctly is knowledgeable about these features although some review work might be in order. A student who spells 7 or 8 of the 10 representación de sonidos needs to be involved in word study around this feature. If a student did not get any points for a feature, then the feature is beyond the student's instructional range and earlier features need to be studied first.

Arrange students' papers in order from highest total points to lowest total points before transferring the numbers across the bottom row of each student's Feature Guide to the Classroom Composite on page 326. For a sense of your groups' needs and to form groups for instruction, *highlight* students who make 2 or more errors on a particular feature. If you call out less than the total list *adjust the totals* on the Classroom Composite.

Directions for Using the Error Guide. Using the Error Guide on page 321, circle each error or write in the student's spelling by the error that is most similar. When a word is spelled correctly, circle the spelling at the end of the string of errors. After all words have been scored, determine where most circled words lie and look at the top row of the table for the developmental spelling level for this student. Total the words spelled correctly and note where the student is within the stage: *early* in the stage, in the *middle*, or *late* in the stage. Use the Spelling-by-Stage Classroom Organization Chart on page 327 to organize word study groups and to find the developmental levels, the types of features, and the chapter in *Words Their Way* to turn to for activities.

*Instructions in Spanish are found on the *Words Their Way* website.

Grupo Uno	
1. el	Me gusta el café. <i>el</i>
2. suma	Ella hace la suma bien. <i>suma</i>
3. pan	Quiero queso con mi pan. <i>pan</i>
4. red	Uso una red para pescar. <i>red</i>
5. campos	Los campos están listos para plantar. <i>campos</i>
Grupo Dos	
6. plancha	Ten cuidado con la plancha. <i>plancha</i>
7. brincar	¿Quieres brincar a la soga? <i>brincar</i>
8. fresa	La fresa es roja y dulce. <i>fresa</i>
9. aprieto	Yo aprieto la mano de mi hermanito. <i>aprieto</i>
10. guisante	El guisante crece bien en el jardín. <i>guisante</i>
Grupo Tres	
11. quisiera	Yo quisiera viajar a la luna algún día. <i>quisiera</i>
12. gigante	Había un gigante feroz en el cuento. <i>gigante</i>
13. actrices	La película tenía buenas actrices. <i>actrices</i>
14. voy	Ya me voy a la casa. <i>voy</i>
15. hierro	Es fuerte porque es hecho de hierro. <i>hierro</i>
Grupo Cuatro	
16. bilingüe	Cuando sabes dos idiomas eres bilingüe. <i>bilingüe</i>
17. lápices	Todos mis lápices están rotos. <i>lápices</i>
18. extraño	Es muy extraño que no han llegado. <i>extraño</i>
19. autobús	El autobús nos lleva al parque. <i>autobús</i>
20. hoya	Hice una hoya en el suelo para plantar mi árbol. <i>hoya</i>
Grupo Cinco	
21. geometría	La geometría es parte de las matemáticas. <i>geometría</i>
22. caimán	El caimán tiene muchos dientes. <i>caimán</i>
23. intangible	No puedes conseguir lo que es intangible. <i>intangibile</i>
24. herbívoro	El toro no come carne, es herbívoro. <i>herbívoro</i>
25. psicólogo	El psicólogo viene a la clase a ayudarnos. <i>psicólogo</i>

Feature Guide for Spanish Spelling Inventory

Directions: Check the features that are present in each student's spelling. In the bottom row, total features used correctly. Check the spelling stage that summarizes the student's development. Begin instruction at that stage with a focus on the types of features where the student missed two or more features in a column.

Student's Name _____		Teacher _____		Grade _____		Date _____					
ETAPAS DE DELETREADO →		EMERGENTE		ALFABÉTICA		PATRONES		ACENTOS Y AFIJOS		DERIVACIONES Y SUS RELACIONES	
	Vocal Prominente	Consonante Prominente	Vocales/Consonantes	Representación de Sonidos	Dígrafos, Silabas Cerradas	Contrastes, Letras Mudas	Díptongos Homófonos	Tildes, Plurales, Afijs	Raíces	Puntos	Palabra
1. el	e	l									
2. suma	u	s									
3. pan	a	p									
4. red			re	d							
5. campos				os	mp						
6. plancha				pl	ch						
7. brincar			c(k)	ar	n						
8. fresa			sa	fr							
9. aprieto			o	le							
10. guisante				ante		gui					
11. quisiera				iera		qui					
12. gigante			ga		nt	gl					
13. actrices				tr	ac			ces			
14. voy						v	oy				
15. hierro						h	ie				
16. bilingüe						b	üe				
17. lápices						c		á			
18. extraño				ñ				ex			
19. autobús								ú	auto		
20. hoy							h-y				
21. geometría								ía	metr		
22. caimán							ai	án			
23. intangible								ible	tang		
24. herbívoro								í	herb		
25. psicólogo								có	psi		
Totales	(3)	(3)	(5)	(10)	(5)	(7)	(5)	(9)	(5)	(52)	(25)

SPELLING STAGES:

- ☐ TEMPRANO ☐ MEDIANO ☐ TARDE
☐ EMERGENTE
☐ ALFABÉTICA
☐ PATRONES
☐ ACENTOS Y AFIJOS
☐ DERIVACIONES Y SUS RELACIONES

Words Spelled Correctly: 25
 Feature Points: 52
 Total: 77

Error Guide to the Spanish Spelling Inventory

Directions: Circle students' spelling attempts below. If a spelling is not listed, write it in where it belongs on the developmental continuum. Determine a spelling stage that summarizes the student's development. Begin instruction at that level with a focus on features characteristic of that stage.

Student's Name _____

Teacher _____

Grade _____

Date _____

ETAPAS DE DELETREADO →	EMERGENTE		ALFABÉTICA		PATRONES		ACENTOS Y AFIJOS		DERIVACIONES Y SUS RELACIONES
	TARDE	TEMPRANO	TARDE	TEMPRANO	TARDE	TEMPRANO	TARDE	TEMPRANO	
Características →	Vocal Prominente	Consonante Prominente	Vocales Consonantes	Dígrafos Representación de Sonidos	Contrastes, Silabas Cerradas	Letras Mudas	Tildes, Diptongos Homófonos	Plurales, Afijs	Raices
1. el	e	l	el						
2. suma	u	s	ua sua	suma					
3. pan	a	p	pa	pan					
4. red	e	r	re	red					
5. campos	a	c/k	ca cao capo	capos	campos				
6. plancha	a	p	pa paa paha	plaha	plancha				
7. brincar	i	b/v	bi bia bica	brica	brincar				
8. fresa	e	f	ea fea fesa	fresa					
9. aprieto	a	p	ao apo apito	apieto	aprieto				
10. guisante	i	g/c/k	ia gla gisae	gisate	gisante				
11. quisiera			kia kisia kicia	kisiera	quisiera	quisiera			
12. gigante			jia jiae jiate jigate	jigante	gigante				
13. actrices			aise atises	atrises	actrices				
14. voy			bo vo boi	voi	voy				
15. hierro			iro yro yero iero ierro yerro	hierro	hierro				
16. bilingüe			bilige/vilige	bilingwe	bilingue				
17. lápices			laíses lapíses	lapices	lápices				
18. extraño			esrano extraño estr(dr)añ	ecstraño	extraño				
19. autobús			otob(v)us acotob(v)us	autobus	autobús				
20. hoy			ola oya olla	holla	hoya				
21. geometría			gamea gemeia	geomeya	geomet(ch)ia				
22. caimán			kayma k(c)ayman	caiman	caimán				
23. intangible			itajibe itajible	itanjible	intangible				
24. herbívoro			eb(v)ib(v)oro erbiboro	herb(v)iboro	herbívoro				
25. psicólogo			s(c)ikogo sikologo	sicólogo	psicólogo				

SPELLING STAGES:

- ☐ TEMPRANO ☐ MEDIANO ☐ TARDE
☐ EMERGENTE
☐ ALFABÉTICA
☐ PATRONES
☐ ACENTOS Y AFIJOS
☐ DERIVACIONES Y SUS RELACIONES

Words Spelled Correctly: 25

Classroom Composite to Feature Guide for Primary Spelling Inventory

Directions: Record students' scores beginning with the student with the highest total feature points. Identify students who missed 2 or more of any of the features in a category. In the bottom row, total the number of students in each category who missed 2 or more features.

Teacher _____ School _____ Grade _____ Date _____

SPELLING STAGES →		EMERGENT			LETTER NAME--ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES & AFFIXES		
		LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE
↓ Students' Names	Total Feature Points and Words	Beginning Consonants	Final Consonants	Short Vowels	Consonant Digraphs	Consonant & Blends	Long-Vowel Patterns	Other Vowel Patterns	Inflected Endings				
Possible points →	82	7	7	7	7	7	7	7	7	7	7	7	7
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
Number who missed two or more features ≥ 2 →													

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